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DEJ- Strategies that Work Ch. 9

Visualizing and Inferring: Making What's Implicit Explicit

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Strategy	Notes
Pg. 130- "Visualizing strengthens our inferential thinking"	When we visualize, we are inferring but using visual images instead of words. Inferring by using visuals is a easier way to infer with or as young students. Inferring involves merging your background knowledge with context clues to find what isn't explicitly said in the text.
Pg. 131- How do you teach children to infer?	We might teach them to draw conclusion, make predictions, and read between the lines. Figure out what is being said without really being said. I never understood inferring until someone told me to read between the lines. It was then that it was made clear that you are trying to find what the author is trying to say without saying it.
Pg. 132- Mind movies	When students visualize they are creating pictures in their minds that no one else sees, they are their own images. This is why people often times prefer the book over the movie because what they visualize isn't anything like what the film makers had visualized. Movies are visualizations of stories, and everyone has their own.
Pg. 133- "Visualizing with Wordless Picture Books"→ visualizing to fill in missing information. Teaching visualization through wordless picture books.	It almost doesn't seem possible that visualization can be taught with wordless picture books because you have no words to visualize from, but only pictures. I ask myself, how can you visualize from pictures that aren't your own? In this strategy they take the pictures in the story and combine them with others to form the missing parts and that is what they visualized in their heads. They created the missing parts on their own without knowing what really happened. The students may have different images, but when they put their images into words they may have thought of the same thing as their neighbor just a different image.
Pg. 134- "Visualizing from a Vivid Piece of Text"→ merging prior experience and the text to create visual images.	When using a book like <i>Charlotte's Web</i> , visualizing can be so easy because E.B. White gives such vivid descriptions of the settings in

<p>Read aloud as students close their eyes and visualize the scene.</p>	<p>her story. Steph used the passage where White describes the barn in which Charlotte lives and she reads the passage aloud as the students visualize what they see. She then asks the question, “Tell me about your barn?” They each give their descriptions. This, to me, shows that even if the students don’t have leading visuals or don’t have the words right in front of them they can still visualize what they see, just by hearing and listening to the author’s words. By completing visualization in this way, the students’ images may be different based on their background knowledge, because they are going to take what they have learned before and connect it to what they are hearing now.</p>
<p>Pg. 135- “Visualizing in Non-fiction Text: Making Comparisons”→ visualizing to better understand the dimensions of size, space and time. Making nonfiction texts easier to understand and visualize for students.</p>	<p>When using nonfiction texts, the teachers add their own descriptions in to help the students better understand and to help the students gain a more vivid image of what they are reading. An example used in the book is when the teacher changed the size of a Tyrannosaurus tooth from 6 ½ inches to the size of a banana. The students trying to visualize how big the dinosaur’s tooth was could more easily understand the size of a banana rather than a measurement. This was because they could connect with the banana and they understood the teacher’s comparison. Finding ways to help students with their reading is a very important job of the teacher, if the teacher can’t help his/her students understand, often times no one can.</p>
<p>Pg. 136- “Visualizing in Reading, Showing Not Telling in Writing”→ creating images with compelling nonfiction. Read alouds geared toward visualization that lead to writing.</p>	<p>The teacher read a novel aloud the students. As she read she had her students close their eyes and visualize the scene. When she was finished reading she had the students open their eyes and tell what made the scene come to life for them. This is a good activity leading up to having students write their own story because they can see what helps things come to life for them and they can add that into their writings as well. They can take their own advice, and I think that is one point the teacher is trying to get across by completing this activity. The things that work for them, may work for others.</p>

<p>Pg. 137- “Creating Mental Images That Go Beyond Visualizing”→ using all the senses to comprehend text. Writing can be geared towards all senses!</p>	<p>When reading its not always just about what you see, but what you hear, smell, taste and feel as well. You may not be able to do these things “hands-on” but you can visualize them. The students were read an article and they could picture themselves where the article was taking place. Once the article was read aloud the teacher had the students tell what they heard, smelled and tasted. This gives students a new way to look at texts because it lets them know that texts can be brought to life if you allow them to.</p>
<p>Pg. 138- “Inferring Feelings with Kindergartners”→ helping kids to better understand their own and others’ feelings; introducing inferential thinking. Exploring feelings with kindergartners.</p>	<p>My first question when reading the title of this strategy was how do you teach kindergartner’s to infer? But by using the activity that Sue used, teaching kindergartners to infer is easy! She had her students write feelings on note cards and each morning she would tape a feeling to a student’s back. The student would allow his/her classmates to see the word/feeling and they would have to give him/her clues as to what their feeling is. Each student begins their clue with “I felt that way when...” I really like this activity because not only is it teaching students how to infer but it is teaching them feelings and emotions too, and allowing them to get to know their peers better also.</p>
<p>Pg. 139- “Inferring the Meaning of Unfamiliar Words”→ using context clues to crack open vocabulary. Readers become frustrated when they come across vocabulary words they do not understand.</p>	<p>One of the quickest ways to deal or confront unfamiliar vocabulary is to use inferential thinking. Use context clues to help you figure out what a word means that you might not know. Have the students use the words they know and clues they come across to help them, at least better understand the text if not the word in itself.</p>
<p>Four column think sheets→ Word, Inferred Meaning, Clues and Sentence.</p>	<p>I think that column notes whether they are 2, 3 or 4 column notes are very helpful to students because they are something that the student has to hold on to for when they want or need to go back to a text. They have notes already, and notes that they could add to if they find or make another connection. I think 4 column notes for vocabulary are very effective and very helpful because they are a quick tool to use rather than going to a dictionary.</p>

<p>Pg. 140- “Inferring from the Cover and Illustrations as Well as the Text.” →using all aspects of a book to infer meaning. Drawing inferences from all aspects of a book.</p>	<p>Children can draw inferences using any aspect of a book whether it be the title, the cover, the illustrations and they can also do so in both black and white and color. The students don’t need everything to infer. They need a few hints or images and their minds would wonder and come up with so many different things. Their imaginations would carry them.</p>
<p>Pg. 141- “Inferring with Text Clues”→ teaching the inferring equation <math>BK+TC=I</math> (Background Knowledge + Text Clues= Inference.) Inferences are made by taking out background knowledge (what we know) and merging it with clues we find in the text.</p>	<p>As books are read, teachers use the equation to model to the students what it means to infer or how you infer something from a text. Teaching the students to make connections is not only teaching them to infer, but teaching them to comprehend while inferring. When working with a text, when teaching one topic, you can usually connect it to or lead into teaching another one; inferring and comprehension.</p>
<p>Pg. 142- “Recognizing Plot and Inferring Themes”→ differentiating between plot and theme, and inferring the big ideas or themes. The plot is what happens in the narrative and the theme is something much bigger, the big idea of the narrative.</p>	<p>The teachers explain to their students that the theme is the underlying idea of the story. One they have to figure out on their own, one that there could be more than one answer for. The students learn that themes tend to evoke strong feelings. They used <i>Goldilocks and the Three Bears</i> to decipher between theme and plot. They also used two column notes to keep track of the themes they came across throughout the story.</p>
<p>Theme Boards</p>	<p>Each time the students read a story; they came up with a theme list and posted it to the theme board so that the students could see that each story has different theme(s). Not all stories are about or are trying to teach the same lesson.</p>
<p>Pg. 144- Visualizing and Inferring to Understand Information.”→ using reading comprehension strategies to better understand content area reading. Gathering information through visualizing and inferring can be difficult on both the students and the teacher.</p>	<p>Teachers have to remember to remind themselves that they are not only science teachers but reading teachers as well. They have to work with their students and teach them how to find what is important when reading information they might not understand and they have to work with the students and decide how they are going to figure out what something means when they don’t understand the concept. They also use two column notes to help them takes notes as they read a text they may not understand. Facts (what they physically get from the book) and Inferences (their interpretation).</p>

<p>Pg. 146- “Inferring and Questioning to Understand Historical Concepts”→ inferring and questioning go hand in hand to build understanding.</p> <p>Teaching books that will benefit the lesson/activity and all students.</p>	<p>The teacher chose a book and an activity that would benefit all of her learners. She composed and active read aloud and the class completed a chart titled encounters, questions and inferences. This led the students to find facts, produce questions and tell what they thought about the text. This is a good idea because it doesn’t only limit them to one method of reflection.</p>
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